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ABSTRACT

This teacher's manual presents affective education as a program to promote student self-actualization and human relations skills. Abraham Maslow's hierarchy of needs and Erik Erikson's life stages of psychosocial development form the conceptual base for this program. The goals and objectives of this manual are concerned with problem-solving behavior, conflict management, positive self-concept and identity. The program presented is designed to operate once each week for at least 45 minutes for one school year. There are 36 separate lesson plans. The material can be utilized in secondary or postsecondary programs and integrated into the curriculum of many areas of study, e.g., health education, social sciences, or psychology. The six sections presented in this manual are: Program Introduction and Set-Up, Group Processes, Problem Solving, Self-Concept, Human Relations, and Personal Growth. Also included is information dealing with the skills, attitudes, knowledge, and resources needed to develop and modify activities to support a total affective education program. The manual provides a total program evaluation instrument and evaluation criteria. (Author)

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AFFECTIVE EDUCATION

A TEACHER'S MANUAL TO PROMOTE STUDENT SELF-ACTUALIZATION AND HUMAN RELATIONS SKILLS

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PREFACE

How do you define education? What should you teach? What kind of education is needed? The answers to these questions have occupied the time and effort of many educators for many years. Most educators feel that instruction should be concerned with the education of the total person. It is the belief and the major premise of most educators that education should be concerned with all three domains of education: the cognitive (knowledge), the psychomotor (manipulative), and the affective (attitude). The major thrust of this manual is directed toward and concerns itself mainly with the affective domain of education.

This teacher's manual deals with affective education as a program to promote student self-actualization and human relations skills. SELF-ACTUALIZATION is defined as a process potential for continued growth and development. HUMAN RELATIONS is defined as the ability of a person to practice effective personal relations with oneself and with others in an acceptable manner to both.

SELF-ACTUALIZATION

Abraham Maslow asserts that human motivation represents the individual's efforts to gratify five basic levels of needs:

(1) First Level - Physiological Needs
(Water, food, clothing, shelter, sex, air, etc.)

(2) Second Level - Safety and Security Needs
(Effort to protect, maintain and shelter oneself)

(3) Third Level - Love and Belongingness Needs
(Feelings of trust, warmth, understanding, emotional give and take)

(4) Fourth Level - Self-Esteem and Ego Needs
(Status, recognition, identity)

(5) Fifth Level - Self-Actualization Needs
(Growth, development, achievement)

Maslow also feels that lower level needs must be satisfied before a higher level need can be expressed--as one kind of need is satisfied, another emerges to take its place. Therefore, in the process of promoting student self-actualization, teachers have to be aware of and deal with all of the levels of needs identified above.

Also, teachers have to be aware of and deal with the dynamics and the characteristics common to the different life stages through which people travel during a lifetime. Erik Erikson has developed a theory which he calls "Psycosocial Development", indicating a parallel to Sigmund Freud's psycho-sexual stages. Erikson's eight stages identify the most crucial concerns of people throughout their lives--from early childhood to old age. The following list represents Erikson's eight life stages:

(1) First Stage - Basic Trust vs. Basic Mistrust

(2) Second Stage - Autonomy vs. Shame and Doubt

(3) Third Stage - Initiative vs. Guilt

(4) Fourth Stage - Industry vs. Inferiority

(5) Fifth Stage - Identity vs. Identity Diffusion

(6) Sixth Stage - Intimacy vs. Isolation

(7) Seventh Stage - Generativity vs. Self-Absorption

(8) Eighth Stage - Integrity vs. Despair

The fourth, fifth, and sixth stages represent the stages in which school age, adolescents, and young adults find themselves. During Stage four, a person decides between industry and inferiority. He wants to learn to make and do things with others; but he needs to receive recognition for his efforts, and he needs the tools and raw materials for "making" and "doing". During this stage a person may develop a feeling of inferiority and develop a lack of initiative or he may develop a feeling of industry.

Stage five, adolescence, is the stage when identity is formed versus being diffused and lost. One result of identity diffusion is the development of a negative self-concept with the results that a person will attempt to become anything but what his parents, his teachers, and society want him to be.

In the sixth stage, young adulthood, which involves the problem of intimacy versus isolation, a person may not be able to enter into an intimate relationship because he has not sufficiently established his identity. These three stages and their characteristics play a significant role in the teacher's understanding of and the ability to work with programs in affective education.

HUMAN RELATIONS

Human relations skills are those skills which concern themselves with the ability of people to manage conflict. Human conflict is the result of the resistance a person encounters in his struggle to satisfy his basic needs and to acknowledge his values. Therefore, the skills of conflict management are crucial in the development of successful human relationships. A person needs to be able to meet his basic needs without infringing upon the rights of others to meet their basic needs. More specifically, affective education is a process of assisting our young people to become successful, happy and productive citizens in our society.

IMPORTANCE OF AFFECTIVE EDUCATION

Affective education is important because it is an indispensible element to effective psychomotor and cognitive learning. Studies have shown that the three domains, affective, psychomotor and cognitive, cannot be considered unrelated. It would be unthinkable to physically separate the mind and the hands from the heart in the human body as it should be to separate the psychomotor and cognitive from the affective in education.

This manual is designed to deal with that aspect of learning that determines the expression of attitudes and information in action and behavior. It is important because feelings, attitudes, drives, and values determine behavior. Increased dependability, effort, and cooperation should be the result of student participation in the activities presented in this manual. Students should tend to have better attendance, be more punctual, be maximally occupied, and be more willing to attempt what is asked of them. Students should also tend not to criticize or keep anyone else from attempting to do what is requested of them.

The goals and objectives of this manual are concerned with the matters of problem-solving behavior, conflict management, positive self-concept, and identity. Affective goals and objectives concern themselves with qualities that make us human--internal states like feelings, attitudes, needs, drives, values, understandings, and perceptions. Any comprehensive approach to education must deal with these important goals and objectives which can be developed in a healthy way by concerned teachers.

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INTRODUCTION

This manual was developed to assist the educator in implementing an affective education program. The program presented is designed to operate once a week for a minimum period of 45 minutes for one school year. There are 36 separate lesson plans for this purpose. It is suggested that these lesson plans be implemented in the same sequence as presented in the manual. Variation from the suggested sequence may be appropriate depending on your particular situation; however, caution should be taken in varying the sequence of the activities as much planning and consideration was used in its development.

The material was developed to be utilized in secondary or post-secondary programs and to be integrated into the curriculum of many different types and kinds of programs such as vocational, health education, social sciences, psychology, etc. This manual could also be used in many other ways in other kinds and levels of programs. There are six main sections presented in this manual:

I. PROGRAM INTRODUCTION AND SET-UP

II. GROUP PROCESSES

III. PROBLEM SOLVING

IV. SELF-CONCEPT

V. HUMAN RELATIONS

VI. PERSONAL GROWTH

The first section, "PROGRAM INTRODUCTION AND SET-UP" was designed to help develop a group identity, commonality of purpose, group cohesiveness, and to provide the participants with an experience base to better relate to the next section of the manual on group processes. "GROUP PROCESSES" deals with assisting the participants in increasing their skills of functioning in groups. Such subject areas as trusting, openness, communication, group roles, and leadership will be covered. The skills developed in Section II should support the organization developed in Section I and also facilitate the successful achievement of the goals in Sections III, IV, V, and VI. The third section in this manual promotes the identification and the solving of personal and group problems. "PROBLEM SOLVING" may also promote student commitment and involvement to other sections of the manual. It should assist the participant in becoming more aware of the relevancy of the total affective

education program. The "SELF CONCEPT" section helps individuals look at themselves in order to better understand why they think, feel, and behave as they do. As a result of the activities in this and other sections of the manual, the participants should begin to better understand themselves and to increase their opinion of themselves. The "SELF CONCEPT" section precedes the "HUMAN RELATIONS" section inasmuchas a person should feel good about and get along with himself before he can hope to have better relationships with others. "HUMAN RELATIONS" is a section which increases a person's ability to practice effective relations with oneself and others in an acceptable manner to both. The ability to understand and to manage human conflict will be stressed in this section. The last section titled "PERSONAL GROWTH" is designed to take the new awareness and the new skills developed as a result of the experiences in this program and design a plan and/or a strategy for change, for growth.

Each of the six main sections in this manual is pre-empted by a discussion of the subject matter included in that section. Also included in the introduction of each main area is a list of subject-related references.

Each section is divided into several subsections. Each subsection is considered to be one 45 minute activity. Contained in each subsection are the following:

- Goals and objectives
- Supportive subject matter
- Process instructions
- Size of group
- Time needed
- Equipment needed
- Supplies and materials needed
- Handouts, transparancy masters, forms, etc.
- Preparation
- Activity variations
- Recommendations
- Activity references

Goals and Objectives. Goals and objectives are stated at the beginning of each subsection. Almost all subsections look at goals and objectives in four major areas:

(1) Cognitive (knowledge, information, etc.)
(2) Affective (behavior, performance, etc.)
(3) Affective (attitudes, feelings, needs, etc.)
(4) Process (group environment, atmosphere, mood, etc.)

Care should be exercised in the utilization of activities where the goals and objectives of the activity are not in line with the needs of the participants. For example, if the participants are already aware of the importance of self-concept, how to develop positive self-concept, and the implications of positive self-concept, it would be a wasted effort to present the activities on self-concept. Therefore, accurate assessment of group needs is critical to the success of your program.

Supportive Subject Matter. Each subsection contains supportive subject matter which is adequate to supply the teacher with the information necessary to develop an adequate mini-lecture. In many cases, handout materials which summarize and outline the subject matter of that subsection will also be made available to be used as a student handout. Related subject matter should be kept to a minimum and should be limited to only that information which is necessary to support the activity.

Process Instructions. Process instructions will be given to provide assistance to the teacher in the presentation of the activities. Process procedure, methods, and sequencing are critical to the success of any activity presented in this manual. Because of the critical nature of this process, this information will be handled in depth in the section of this manual titled "PROCESSING AFFECTIVE EDUCATION".

Size of Group. All activities included in this manual are developed for groups of 15 to 30 participants; however, additional information is usually given to assist the reader in determining the adaptability of the activity to other group sizes.

Time Needed. The minimum time allowed for activities in this manual is 45 minutes for each subsection; however, the restriction of activities to a pre-determined time block for maximum success is very difficult. Not knowing the skills of

the teacher or the participants makes determining the exact time needed very difficult; therefore, the teacher will have to be aware of this factor and vary the time according to the need. A rule of thumb is that, as the teacher becomes more proficient in processing affective education and as the participants become more committed to the program, more time is necessary for the activity.

Equipment Needed. A list of equipment and materials (audio-visual equipment, tables, chairs, films, etc.) is provided for each subsection in your manual.

Supplies and Materials Needed. A list of supplies and materials needed in the presentation of the activities will be provided. Having adequate supplies and materials is important to the success of your program. Located in the back of your manual is a complete yearly list of supplies and materials needed to support all the activities recommended in this manual. If possible, it is suggested that you order these at the beginning of the year with enough time being allowed for the purchasing and for the delivery of the supplies and materials.

Handouts, Transparancy Masters, Forms, Etc. Included in the manual are many handouts, transparancy masters, and forms needed to support the mini-lectures, discussions, and activities. Time should be allowed for preparation of these materials for your activities.

Physical Setting Requirements. Far too little attention is paid to the importance and the implications of the physical setting of the activity. The ability for participant movement, ease of eye contact with the teacher and other participants, sound, temperature, and lighting control, etc., is a must in presenting effective programs. Each subsection will include instructions and suggestions for the physical setting of your activities.

Preparation. Instructions will be given to the teacher concerning the necessary preparation needed prior to the activity. This section may contain such instructions as:

(1) Needed teacher skills
(2) Supportive teacher attitudes
(3) Materials and resources available
(4) Knowledge and experiences needed
(5) Handouts, transparancies, and evaluation materials needed.

The information contained in this section is not intended to be all inclusive but tries to communicate the most important preparations needed.

Activity Variations. The first activity variation is included to allow the program and the teacher additional flexibility in the amount of time devoted to affective education programs. Additional variations also provide options and alternatives to the teacher which may more closely meet the needs of the participants involved.

Recommendations. Additional recommended activities may be planned into the sequence of your total affective education program or may be used when the teacher observes that so called "teachable moment". An example of this situation may be--because there was a strong disagreement between two class members, many students have stopped communicating and have stopped being friends with other members of the class. This may be the moment in which an activity in human relations would be most effective. Recommendations will also be made to the teacher to assist him in developing regular on-going strategies, attitudes, and skills in his day-to-day instruction which could be integrated into the teacher's regular on-going program and become a part of his own behavior habits and patterns.

Activity References. This section contains activity references which may be used in place of the activities presented in this manual. These activities may also be used in addition to the recommended activities if additional time and resources are available.

Also included in the manual are other sections which deal with the skills, attitudes, knowledge, and resources needed to develop and modify activities to support your total affective education program. A total program evaluation instrument and evaluation criteria is also provided to evaluate and to improve your program.

THE FOLLOWING FORMAL ACTIVITY REPRESENTS ONE OF 36 ACTIVITIES TO BE PRESENTED IN THIS MANUAL. THIS ACTIVITY IS ENTITLED "GROUP ROLES" AND IS A SUB-SECTION OF GROUP PROCESSES. THE TERM "FACILITATOR" WILL BE USED IN THE ACTIVITY SUB-SECTIONS TO REPRESENT ANY PERSON PRESENTING ACTIVITIES.

I. TITLE: GROUP ROLES

II. GOALS AND OBJECTIVES:

A. Cognitive: To better understand how certain roles affect the success of groups reaching concensus, achieving goals, and/or solving problems.
B. Affective (behavior): To promote the playing of functional roles by the group participants.
C. Affective (attitude): To increase the participants awareness of the role or roles he usually plays in a group, how this role affects the success of the group, and how other group members feel about persons playing that role.
D. Process: To facilitate activities which will promote a strong individual commitment to participate fully and to openly discuss and share feelings about the experience.

III. SUPPORTIVE SUBJECT MATTER: (SEE ATTACHMENT #1)

IV. PROCESS INSTRUCTIONS:

Processing affective education effectively is critical to the program's success. Processing can be defined as the procedure, the sequence, the timing, and the sensitivity in which the materials and the activity are presented. A strong commitment to participate and a lively open discussion concerning the feelings of the participants about their experience is very important. Thus the facilitator should promote grouping which would have who trust each other placed in the same group.
It is also very important that the subject or task selected for the activity be one that is of high interest to most of the participants.

A. INTRODUCTION/WARM-UP (5 minutes):
1. Communicate the activity's goals and objectives
2. Communicate why the goals and objectives are important to them
3. Warm-up (Line-up)
- Ask the participants to form a straight line
- Ask the participants to arrange themselves using the following criteria; (1) by height, (2) by length of hair, (3) by shoe size, (4) by years living in Columbus, (5) by who is the best leader.
- Ask the participants which arranged themselves as being the best leaders of the group to be small group leaders for the activity to be presented later in the "Content Experience" section of this program.

B. CONTENT DISCUSSION (10 minutes):

- The facilitator should ask the participants to list the different kinds and types of roles people play in groups
- Next the facilitator should ask the participants to code the roles they have identified as functional or as dysfunctional roles to group success
- The facilitator should ask the participants to share their list and codings
- Discuss the results. The following questions may assist you in stimulating further discussion:

1. What are the roles you have identified as being functional or dysfunctional? (List role on the blackboard.)
2. Do you play more than one role in groups which you belong?
3. Are you completely aware of all the roles we visually play?
4. What are the most functional roles we can play in a group?

C. CONTENT LECTURETTE (5 minutes):

The facilitator should distribute the participant handout (Attachment #1) and present the information concerning the different roles and how these roles usually affect the success of groups.

D. CONTENT EXPERIENCE (10 minutes):

- Arrange the participants into groups of twelve
- Have the groups select a leader and an observer representing each group.
- Have the leaders leave the room. Give the group leaders their instruction sheet (attachment #2) to read outside of the room while the facilitator instructs the remainder of the group to select a role from attachment #1 which is completely opposite and/or unlike the role they usually play in groups.
- Give the observers their instruction sheets (attachment #3) and review the instructions.
- Go outside the room and review with the leaders their task and instructions.
- After the facilitator has checked to see if everyone is ready, he should request the leaders to begin with their assigned tasks.
- Allow the leaders 10 minutes to reach concensus.

E. CONTENT AND EXPERIENCE DISCUSSION (10 minutes):

- Have the observers lead the small group discussion based on the instructions in attachment #3.

- Next the facilitator should generate a large group discussion. The following questions may assist the facilitator in stimulating discussion:
  1. Request observer reports.
  2. Did your group reach concensus?
  3. How did the group participants feel about playing a role they do not usually play in a group?
  4. Have the group respond to the roles they most disliked other group members to play.
  5. Did the leaders feel that reaching concensus was a hopeless task?
  6. Did you see yourself in someone else--was it a functional or dysfunctional role?

F. WRAP UP/EVALUATION (5 minutes):

- Cognitive Evaluation--have the participants indicate on the test (attachment #4) whether the role listed is usually a functional or a dysfunctional role to a group. Also have the participants indicate whether the role is a (1) group task role, (2) group building and maintenance role, or an (3) individual role.
- Affective Evaluation--observe the participants to see if they (1) increased their awareness of the role they usually play in groups, (2) increase their awareness about how other people feel about the different role, (3) change their roles in other groups.
- Process Evaluation--have an observer and/or a co-facilitator respond and react to the achievement of process goals listed in the "Goals & Objective" section of this activity.

V. SIZE OF GROUP: 15-30

VI. TIME NEEDED: 45 minutes

VII. EQUIPMENT NEEDED

- Enough armchairs for all participants
- Chalkboard

VIII. MATERIALS NEEDED

- pencils (1 per participant)
- paper (1 sheet per participant)
- chalk and eraser for chalkboard

IX. HANDOUTS, TESTS, WORKSHEETS, ETC.:

- One copy for each participant of Attachment #1
- One copy for each group leader of Attachment #2
- One copy for each observer of Attachment #3
- One copy for each participant of Attachment #4

X. PHYSICAL SETTING:

- The room should facilitate the arrangement of the armchairs in one large circle and in small groups of ten to twelve members for each group.

XI. PREPARATION:

- The facilitator should be thoroughly knowledgeable of the related materials (attachment #1)
- The facilitator should be able to present the program content in a clear, concise, and understandable manner
- The facilitator should prepare enough handouts for all the participants (attachments #1, #2, #3, and #4)
- The facilitator should be able to lead discussion and be able to give clear instructions.

XII. ACTIVITY VARIATION:

- If more time were available, and there were a trained facilitator for each small group, additional time and attention could be placed in the giving and receiving of feedback relating to the roles we play in the classroom.
- A small group of six participants could be selected from the large group to role play the activity in the center of the large group. These six participants would be selected on their ability to role play. The rest of the participants would be requested to observe the situation and, later on, to comment on what they observed.

XIII. RECOMMENDATIONS

- It is recommended that whenever a class or group is having problems in accomplishing a task or reaching consensus that the group review the roles the group members are playing
- The instructor should try to model functional roles as much as possible.

XIV. ACTIVITY REFERENCES

Pfeiffer, William and Jones, John, Structured Experiences for Human Relations Training, Volume II, (Lutts and Mipps: Group Problem Solving, page 24, Structured Experience #31), University Associates, 1974.

Ibid., Volume IV, (Joe Doddlebug: Group Problem Solving, page 8, Structured Experience #103).

Ibid., Volume V, (Role Clarification: A Team-Building Activity pg. 136, Structured Experience #171).

ATTACHMENT #1

ROLES THAT PEOPLE PORTRAY IN GROUPS

I. Group Task Roles. Group task roles are roles which are related to the task which the group is deciding to undertake. The purpose of these roles is to facilitate and coordinate group effort in solving a common problem and/or in the achievement of a group task.

1. The information giver offers facts or generalizations which are "authoritative" or relates his own experiences pertinently to the group problem.
2. The elaborator spells out suggestions in terms of examples or developed meanings, offers a rationale for suggestions previously made, and tries to deduce how any idea or suggestion would work out if adopted by the group.
3. The summarizer pulls together ideas, suggestions and comments of group members, and group decisions (decisions of the group) to help determine where the group is in its thinking or action process.
4. The orienter defines the position of the group with respect to its goals, points of departure from agreed-upon directions or goals, or raises questions about the direction which the group discussion is taking.
5. The recorder writes down suggestions, group decisions, or the product of discussion. The recorder role is the "group memory."

II. Group Maintenance Roles. The roles in this category are related to the function of the group as a group. They are designed to alter or maintain the group way of working, to strengthen, and to perpetuate the group as a group.

1. The encourager praises, agrees with, and accepts the contribution of others. He indicates warmth and solidarity in his attitude toward other group members, offers commendation and praise, and in various ways indicates understanding and acceptance of other points of view, ideas, and suggestions.
2. The harmonizer mediates the differences between other members, attempts to reconcile disagreements, relieves tension on conflict situations--perhaps through jesting or by pouring oil on the troubled waters
3. The compromiser operates from within a conflict in which ideas or position is involved. He may offer compromise by yielding status, admitting his error, by disciplining himself to maintain group harmony, or by "coming halfway" in moving along with the group.
4. The group observer keeps records of various aspects of group process and feeds such data, with proposed interpretations, into the group's evaluation of its own procedures.
5. The follower goes along with the movement of the group, more or less passively accepting the ideas of others, serving as an audience in group discussion and decision.

LEADER'S INSTRUCTION SHEET

1. The small group leaders will have 10 minutes to complete the assigned task.

2. The task is to provide the leadership necessary to bring the group to a total concensus concerning the following issue.

3. This group has just been given ten days off from school. Now the group has to decide how and when to take the days off.

4. The group leaders should be very persistent, enthusiastic, and resourceful in attempting to achieve the task of reaching concensus.

5. Do not give up. Take the whole ten minutes.

6. Total concensus is required.

7. Good Luck!

OBSERVER'S INSTRUCTION SHEET

Your job is part observer, part discussion leader, and part reporter. As observer, your job should be to observe the group leader and the participants during the ten minute time period trying to reach a concensus of opinion on how and when to take ten extra days off from school. Once the time period is up, the observer should then lead a discussion about the experience. The following questions may assist in stimulating additional discussion:

1. How did the group participants feel about playing a role they do not usually play in a group?
2. Have the group respond to the roles they most dislike other group members to play.
3. Did the leaders feel that reaching concensus was a hopeless task?
4. Did you see yourself in someone else--was it a functional or dysfunctional role?

The observer should be prepared to report to the total group what they observed happening during the ten minute time period and a summary of the group discussion.

ATTACHMENT #4

EVALUATION SHEET

Roles	Check One			Check One	
	Group Task Role	Group Building Role	Individual Role	Functional Role	Dysfunctional Role
Clown					
Encourager					
Compromiser					
Information Giver					
Dominator					
Playboy					
Recorder					
Orienter					
Follower					
Harmonizer					
Summarizer					
Elaborator					
Quiet Member					
Group Observer					
Side-Tracker					

PROCESSING AFFECTIVE EDUCATION

Processing affective education effectively is critical to your program's success. No matter how good your materials are or how strong your motivation and enthusiasm, if the activity is not processed correctly, the program will fail. "Processing" can be defined as the procedure, the sequence, the timing, and the sensitivity in which the materials and the activities are presented.

Affective education can be implemented in many different ways. The following areas have been identified as four strategies for your program implementation:

(1) Regularly scheduled formal activities

(2) Unscheduled formal activities (teachable moment)

(3) Program Integration

(4) Modeling.

REGULARLY SCHEDULED FORMAL ACTIVITIES is an approach which is more suited for teachers new to affective education. This strategy was developed to provide the participants with the basic skills, awareness, and knowledge helpful to promote personal growth in the affective domain. The REGULARLY SCHEDULED FORMAL ACTIVITIES strategy is also very useful in assisting you in developing the knowledge and the skills in the implementation of other strategies listed above.

Strategy two, UNSCHEDULED FORMAL ACTIVITIES, is an approach which utilizes formal activities for personal growth when a problem situation spontaneously arises out of your regular program activities. Once a teacher becomes familiar with many activities, their objectives, and how to present these activities, they can apply these strategies whenever the time seems right (the teachable moment).

Strategy three, PROGRAM INTEGRATION, is an effort to integrate the ideas and principles of personal development and growth in the affective domain, into your regular on-going program activities, policies, grading procedures, etc.

Strategy four is the MODELING of (conscious and/or unconscious) habits, reactions, actions, and behaviors which are common to the teacher's personality and are copied by students who may have a certain admiration and/or respect for that person. All four strategies seem to be necessary for an effective, comprehensive approach to affective education.

In presenting formal activities, the teacher should acquire the knowledge needed to successfully facilitate a program in affective education. It is critical to the success of the program that the teacher understand how people grow, develop, and change. The knowledge of this process is critical in the structuring and in the presentation of successful programs.

Most of the subject-related knowledge is supplied in this manual. However, additional knowledge is always helpful in having a successful program. A bibliography of textbooks and other related literature is supplied throughout and in the back section of this manual. Additional reading should prove very helpful to the teacher.

The teacher should also develop the necessary skills of presenting affective education programs. Since there are few good courses or programs available which teach the facilitation of affective education programs, the teacher will probably have to find alternative ways of developing his skills. It is recommended that the teacher new to the area of affective education co-facilitate these activities or similar activities with an experienced teacher. Having another person observe and react to your program should prove to be very helpful in up-grading your program. Observing and/or participating in other affective education activities will also be very helpful.

The teacher's attitudes, biases, defense mechanisms, feelings, and values should be the MAJOR FOCUS of his personal and professional development. It is inconceivable to think that a teacher with a high degree of insecurity could assist young students in gaining self-confidence. Many times teachers are unaware of their own feelings and attitudes that get in the way of communication and of their potential for success in an affective education program. Group therapy is highly recommended as an in-service program for teachers who are serious about affective education.

The teacher must be fully aware of the objectives and the purposes of the program being presented and must keep this in line with the feelings, the attitudes, and the expectations of the participants. Know your students!

The affective education process can be looked at in seven major areas:

- Introduction and warm-up
- Content discussion
- Content lecturette (mini-lecture)
- Content experience
- Content experience discussion
- Wrap-up/Evaluation
- Activity follow-up.

Introduction/Warm-Up. Many times participants need an activity which will help them transcend from their day-to-day activities to an affective education program. It is extremely important to provide a warm-up, an ice-breaker and/or a readiness activity (if needed) which will help the participants make this transition. It is always good when the warm-up activity can have a direct relationship to the subject matter and to the goals and objectives of the activity; however, the primary purpose of a warm-up is to help the students be ready for growth and development as a result of the planned activity. If some of the participants are still thinking about last night's date or basketball game, they are not ready for learning.

The introduction section should also include making sure that the participants are aware of the goals and objectives of the activity. Participants should also be aware of assumptions that the teacher has made prior to the activity. Assumptions such as the participants prior knowledge and feelings, are important to verify before beginning your program.

Content Discussion. In the content discussion section of the process, techniques are used to increase the participants readiness, commitment, and openness to learning and growth. One technique which is frequently used is to ask the participant to write down a definition, a statement, or a paragraph about the content or subject that the teacher wishes to present. This can be followed up by a sharing and a discussion of the written responses. Many times the teacher will have a series of questions prepared to stimulate further discussion. The teacher should also develop some standard questions and/or responses which will produce more in-depth discussion. Such responses might be: "could you expand on your answer?" or "could you clarify your point a little further?" or "does the rest of the class agree with what John has just said?", etc. This approach plays a major role in assisting all the participants in becoming involved in the content prior to the mini-lecture or content presentation. Many times mini-lectures are not

necessary if discussion has gone well. In some cases, the participants will supply all the content necessary. If not, the content discussion should be followed up by a mini-lecture or content lecturette. It is of major importance that the teacher not criticize or correct any participant's responses or ideas at this point. To do so may defeat the goal of this part of the process. The participant may feel dumb and/or humiliated and become closed to the content and may not feel as strong of a commitment to participate in the activity.

Content Lecturette. The content lecturette or mini-lecturette is a short, concise presentation of content which will support the objectives and purposes of the activity. Care should be taken not to overlecture or to present more information than you can support with a "content experience". Content lecturettes should be well planned, presented with enthusiasm, and have strong support of audio-visual aids, handouts, etc. The content lecturette should almost always precede the content experience.

Content Experience. The content experience is a major part of an effective affective program. The cognitive (knowledge) and the affective (attitudes), presented together, seem to be necessary for growth and development. An example of this critical sequence would be represented by a program on communication which concludes: not only is it important to talk about and discuss the importance of hearing the content of what poeple say, but it is equally important to experience an activity which demonstrates that importance to the participants. An activity which could support that concept is one in which the participants, while being involved in a group discussion, would have to paraphrase, to the previous speaker's satisfaction, the content and the meaning of what the speaker was trying to say. This paraphrasing would have to be done to the speaker's satisfaction before the next person would be allowed to state his opinion or make his comments.

Experience and Content Discussion. This section is the most critical section of the whole process of affective education. This is usually the section in which the most growth, change, and learning occurs in the participants. This is the time when your skills of relating the content to the experience and demonstrating to the participants the relationship of the two are of major importance. It is the time when the teacher should take this new realization of the participants and relate it to their day-to-day living skills.

Wrap-Up/Evaluation. This portion of the process should be allotted to summing up and evaluating the results of the activity. It is critical for the participants to begin to feel not only a responsibility, but also a sincere desire to give feedback and to evaluate the program based on their perceptions and feelings. The teacher must allow time and make an honest attempt to hear and to respond to the participants' feedback and evaluation.

Included in each subsection are tests, quizzes, and evaluation criteria needed for the evaluation of that subsection. Evaluation criteria and procedures for measuring success for the total program will be discussed in detail in a later section of this manual.

Activity Follow-Up. The teacher should take the time immediately following the activity to evaluate, review, and draw conclusions about the results of the activity in relation to the stated goals and objectives. This is the best time for observers to give feedback to the teacher concerning the success of the activity.

Processing affective education is a very critical and a very complicated part of the total program. The teacher should always be reevaluating, reassessing, and redeveloping his skills, knowledge and his attitude in order to achieve the best results possible. The Appendix of this manual contains several sections relating to processing affective education. The following areas are included in the appendix:

A. Psychology of learning and growth
B. Group dynamics
C. Group discussion techniques
D. Lecturing
E. Visual aids
F. Demonstration techniques
G. Structuring activities

PROGRAM EVALUATION

Providing a method of assessing the growth of individuals and the success of your program in affective education is a very difficult task. The humanist, approaching educational accountability, finds himself at times unable to provide specific, clear cut, easily measured objectives. In many cases, specific ends are not called for. Instead, they are problems oriented with ultimate goals established only in very general terms, if at all. Many times it is even more important to look at the group processes and not at the end result. Also accurate measurement of long-term goals is always hampered by the question of who or what was really responsible for the outcome.

Because of the concerns mentioned above, the following four areas have been identified as providing a comprehensive program of assessment including holistic* as well as specific performance-based criteria:

1. Cognitive (knowledge, information, etc.)
   a. Program introduction and set-up
   b. Group process
   c. Problem solving
   d. Self-concept
   e. Human relations
   f. Personal growth

2. Affective (behavior, performance, etc.)
   a. Dependability
   b. Effort
   c. Cooperation
   d. Proficiency

3. Affective (attitudes, feelings, needs, etc.)
   a. Physiological
   b. Safety and security
   c. Love and belongingness
   d. Self-esteem and social respect
   e. Self-actualization and achievement
   f. Human relations and conflict management

4. Process (environment, atmosphere, mood, etc.)
   a. Goals
   b. Participation
   c. Feelings
   d. Diagnosis and group problems
   e. Leadership
   f. Decisions
   g. Trust
   h. Creativity and growth.

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* "Holistic" is defined by the Gestaltist theory stating that the whole is greater than the sum of its parts.

COGNITIVE

The COGNITIVE evaluation will measure the amount of knowledge and information learned by the participants which is necessary for the achievement of the toal program's goals and objectives. These goals and objectives will be measured by written and/or oral tests given at the end of each of the six major sections of the manual and also at the completion of the total program.

AFFECTIVE (BEHAVIOR)

This manual is designed to deal with that aspect of learning that determines the expression of attitudes and information in action and behavior. It is important because feelings, attitudes, drives, and values determine behavior. Increased dependability, effort, skill proficiency, and cooperation in your regular program should be the result of student participation in the activities presented in this manual. Students should tend to have better attendance, be more punctual, be maximally occupied, and be more willing to attempt what is asked of them. Students should also tend not to criticize or keep anyone else from attempting to do what is requested of them. Thus, students should become more proficient in the performance of skills being presented in your regular program. The AFFECTIVE (BEHAVIOR) evaluation will measure the change in behavior which occurs in your regular program. This change will be measured in four major areas using the following criteria:

I. ATTITUDE (60 percent)
   A. Dependability - 20 percent

      Points will be deducted when you are absent, late, or leave the program early.

      1. Evaluation Criteria
         a. Each student is allowed six (6) days of excused absences for the year without being docked points.
         b. A pre-notice or a telephone call to the instructor on the day which a student is absent is required. If this procedure is not followed, the student will be docked 1 percent for each occurence. (The six day allowance is only applicable when this criteria is met.)

c. Students will be docked the same for being late or leaving the class early as he would be docked for being absent.
d. Dependability is made up of 10 percent credit for not being absent and 10 percent credit for not being late or leaving early.

2. Examples
   a. Late to class at the beginning of the day.
   b. Late in returning from break.
   c. An absence which exceeds the six day allowance.
   d. An absence without following proper procedure of pre-notice or calling in to the instructor before class on the day of the absence.
   e. Leaving early for break and leaving early at the end of the program period.

B. Effort - 20 percent
The student is maximumly occupied at an assigned activity.

1. Each student is deducted 1 percent each time he is observed as not being maximumly occupied at an assigned activity.

2. Examples
   a. Student is assigned to repair a piece of equipment and is working with another person on a different unit.
   b. Person is requested to read a chapter in his textbook and is outside smoking.
   c. Student is sitting at his desk with his head down sound asleep.
   d. Student is observed disrupting other classes while on break.

C. Cooperation - 20 percent

The student willingly attempts what is asked of him and does not criticize or keep anyone else from attempting what is asked of them.

1. Each student is deducted 1 percent each time he is observed criticizing or keeping someone else from doing what is asked of or assigned to them.

2. Examples
   a. Student observed quarreling or bickering with another student.
   b. Student observed quarreling or bickering with instructor.
   c. Student is observed hiding another student's belongings.

II. PROFICIENCY (40 percent)

A. Related Knowledge - 20 percent

Related knowledge is technical information which a student needs to know in order to be able to perform the tasks and skills of his program.

1. Quizzes will be given at the end of every week for five weeks during a six week grading period. Each quiz is worth 1 percent.
2. A six weeks test will be given during the last week of the six weeks grading period. This test will be worth 10 percent.
3. Class participation and the student's notebook will be worth 5 percent of the student's total grade.

B. Performance Skills - 20 percent

Performance skills represent the actual operation of the tasks and jobs involved in your program.

1. Procedure
   a. 10 percent is allowed for students using proper procedure in performing the tasks and skills required. Students should perform the task in the proper sequence, use the proper equipment and tools, and, when applicable, work appropriately with someone else. If applicable, students should follow accepted safety rules and procedures.

2. Quality and Quantity
   a. Ten percent is allotted for the student's work being of the appropriate quality and quantity.
   b. The quality and quantity of the student's work should meet identified acceptable standards.

3. Examples
   a. Student is deducted percentage points when he is welding two pieces of metal together without wearing safety glasses.
   b. Student takes twice as long to work a mathematical problem than would be expected of that student at this particular stage of the program.

FIGURE I. Represent the evaluation sheet to be used for recording the results.

FIGURE 1. BEHAVIORAL EVALUATION SHEET

PARTICIPANT_____ EVALUATION PERIOD_____

TOTAL SCORE____ DATE_____

	WEEK 1 st	WEEK 2 nd	WEEK 3 rd	WEEK 4 th	WEEK 5 th	WEEK 6 th	FINAL AVERAGE
ATTITUDE 60% or 60 POINTS							
DEPENDABILITY (20 POINTS)	___	___	___	___	___	___	___
1. Absence (10 points) 2. Late or early leave (10 points)							
EFFORT (20 POINTS)	___	___	___	___	___	___	___
COOPERATION (20 POINTS)	___	___	___	___	___	___	___
SKILLS 40% or 40 POINTS							
RELATED KNOWLEDGE (20 POINTS)	___	___	___	___	___	___	___
1. Quizzes (5 points) 2. Six weeks test (10 points 3. Class participation and notebook (5 points)							
MANIPULATIVE SKILL (20 POINTS)	___	___	___	___	___	___	___
1. Procedures (10 points) 2. Quality and Quantity (10 points)						TOTAL	___

INTERPRETATION OF POINTS:

A	Superior	90 - 100 points
B	Good	80 - 89 "
C	Average	70 - 79
D	Poor	60 - 69 "
F	Failing	0 - 59 "

May improve by _____

_____

_____

_____

_____

GENERAL COMMENTS: _____

_____

_____

_____

_____

TEACHER _____

AFFECTIVE (ATTITUDES)

The affective (attitudes, needs, feelings, etc.) evaluation will measure program objectives at the end of the fourth week and at the end of the 36th week of the program by having the teacher respond to a checklist (see Figure 2) with his responses based on his professional judgement. Professional judgement is an important element of a comprehensive evaluation program. Rejection of the use of human judgement for assessing educational outcomes could result in failure to measure the most important aspects of our educational objectives. The attitudinal checklist is provided for the teacher to record the degree to which a person is satisfying his basic needs and is able to practice effective human relations.

The attitude of positive self-concept is very critical to both the ability of a person to self-actualize and to relate well to others; therefore, this single attitude about oneself will be measured with a pre-test and post-test titled "Tennessee Self-Concept Scale". (See Appendix H.)

PROCESS

The process evaluation will be measured at the end of each major section of the manual and at the completion of the total program by having both the teacher and the participants respond to the "Group Effectiveness Rating Sheet" (see Figure 3).

Assessment of all the data derived from these four major areas should indicate some of the effect this program has had on the persons who have participated.

FIGURE 2. ATTITUDINAL CHECKLIST

_____
PROGRAM NAME

PARTICIPANT_____ EVALUATION PERIOD_____

TOTAL SCORE _____ DATE_____

	% of Needs Met, Achievement, and/or Skills Acquired 10 20 30 40 50 60 70 80 90 100
A. Physiological needs are those needs which are necessary to the survival of the organism: food, water, oxygen and air, sleep, protection from temperature extremes, excretion, and sexual activities.	☐☐☐☐☐☐☐☐☐☐
B. Safety and security needs express themselves on a person's efforts to protect, maintain, and shelter himself.	☐☐☐☐☐☐☐☐☐☐
C. Love and belongingness needs may be described as the need for the feeling of trust, of warmth and understanding, of closeness, intimacy and emotional give and take.	☐☐☐☐☐☐☐☐☐☐
D. Self-esteem can be defined as the need for status, identity, and recognition as perceived by ourselves and society.	☐☐☐☐☐☐☐☐☐☐
E. Self-actualization and achievement is defined as a process of realizing one's unique individuality, capabilities, and one's potential for growth and development.	☐☐☐☐☐☐☐☐☐☐
F. Human relations is defined as the ability of a person to practice effective personal relationships with one's self and others in an acceptable manner to both.	☐☐☐☐☐☐☐☐☐☐

FIGURE 3. GROUP EFFECTIVENESS RATING SHEET

A: Goals

Poor	10	20	30	40	50	60	70	80	90	100	Good
Confused; diverse; conflicting; indifferent; little interest.											Clear to all; shared by all; all care about the goals, feel involved.

B: Participation

Poor	10	20	30	40	50	60	70	80	90	100	Good
Few dominate; some passive; some not listened to; several talk at once or interrupt.											All get in; all are really listened to.

C: Feelings

Poor	10	20	30	40	50	60	70	80	90	100	Good
Unexpected; ignored or criticized.											Freely expressed; empathic responses.

D: Diagnosis of group problems

Poor	10	20	30	40	50	60	70	80	90	100	Good
Jump directly to remedial proposals; treat symptoms rather than basic causes.											When problems arise the situation is carefully diagnosed before action is proposed; remedies attack basic causes.

E. Leadership

Poor	10	20	30	40	50	60	70	80	90	100	Good
Group needs for leadership not met; group depends too much on single person or on a few persons.											As needs for leadership arise various members meet them ("distributed leadership"); anyone feels free to volunteer as he sees a group need.

F: Decisions

Poor	10	20	30	40	50	60	70	80	90	100	Good
Needed decisions don't get made; decision made by part of group; others uncommitted.											Consensus sought and tested; deviates appreciated and used to improve decision; decisions when made are fully supported.

FIGURE 3. GROUP EFFECTIVENESS RATING SHEET (CONTINUED)

G: Trust

Poor	10	20	30	40	50	60	70	80	90	100	Good
Members distrust one another; are polite, careful, closed, guarded; they listen superficially but inwardly reject what others say; are afraid to criticize or to be criticized.											Members trust one another; they reveal to group what they would be reluctant to expose to others; they respect and use the responses they get; they can freely express negative reactions without fearing reprisal.

H: Creativity and growth

Poor	10	20	30	40	50	60	70	80	90	100	Good
Members and group in a rut; operate routinely; persons stereotyped and rigid in their roles; no progress.											Group flexible, seeks new and better ways; individuals changing and growing; creative; individually supported.

DEVELOPING NEW PROGRAMS

Included in this section of the manual is a program development form entitled "Program Development Guide." This form should assist the teacher in the development of new affective education programs. It benefits the teacher new to affective education in that it assists in the more correct structuring of an activity. Before this form is used to develop new programs, the teacher should review the "instruction" section and the section on "processing Affective Education" to renew his understanding of the meaning and function of the various parts of this form.

There are many useful and well developed texts presenting many different structured formal activities related to affective education. These resources should be utilized in new activity development; however, it is suggested that the ideas and the materials obtained from these resources be structured to the format represented below:

I. Title

II. Goals and Objectives

III. Supportive Subject Matter

IV. Process Instructions
   - A. Introduction/warm-up
   - B. Content Discussion
   - C. Content Lecturette
   - D. Content Experience
   - E. Content and Experience Discussion
   - F. Wrap-up/Evaluation

V. Size of Group

VI. Time Needed

VII. Equipment Needed

VIII. Materials Needed

IX. Handouts, tests, worksheets, etc.

X. Physical setting

XI. Preparation

XII. Activity variations

XIII. Recommendations

XIV. References

PROGRAM DEVELOPMENT GUIDE

I. TITLE: _____

II. GOALS AND OBJECTIVES:

III. SUPPORTIVE SUBJECT MATTER: (SEE ATTACHED PAGE)

IV. PROCESS INSTRUCTIONS:

A. INTRODUCTION/WARM-UP:

B. CONTENT DISCUSSION:

C. CONTENT LECTURETTE:

D. CONTENT EXPERIENCE:

E. CONTENT AND EXPERIENCE DISCUSSION:

F. WRAP UP/EVALUATION:

V. SIZE OF GROUP:

VI. TIME NEEDED:

VII. EQUIPMENT NEEDED (TABLES, CHAIRS, PROJECTORS, ETC.):

VIII. MATERIALS NEEDED (CHALK, PAPER, PENCILS, ETC.):

IX. HANDOUTS, TESTS, WORKSHEETS, ETC.:

X. PHYSICAL SETTING:

XI. PREPARATION:

XII. ACTIVITY VARIATIONS:

XIII. RECOMMENDATIONS

XIV. REFERENCES:

ATTACHMENT

III. SUPPORTIVE SUBJECT MATTER

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